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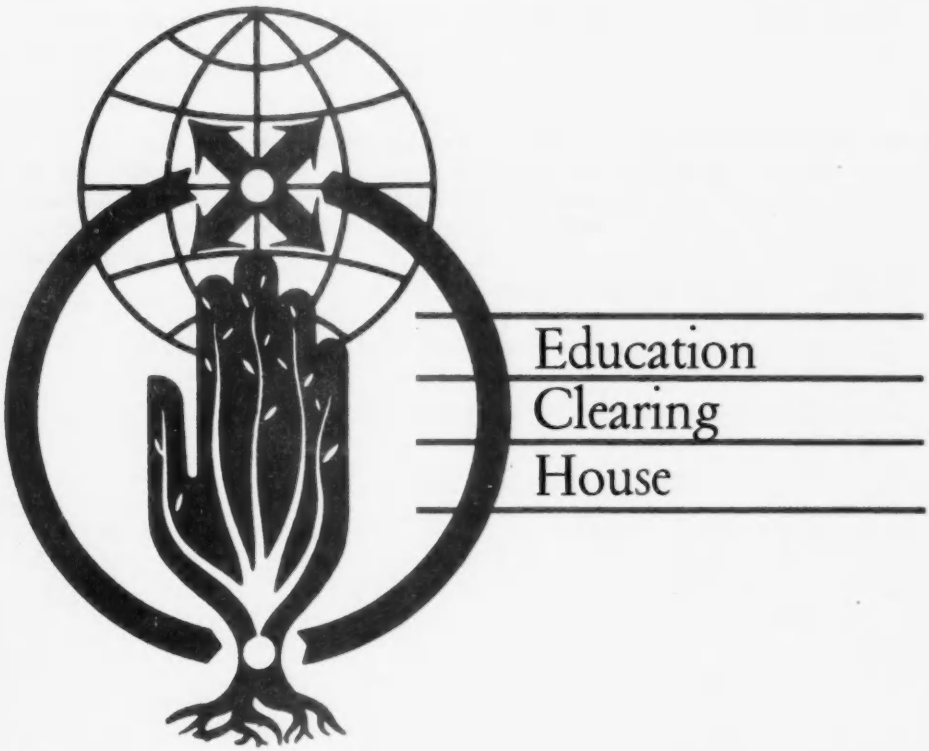

UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION - 19, AV. KLÉBER, PARIS XVI

F O R E W O R D

The purpose of the monthly *Fundamental Education Abstracts*, the first issue of which appeared in March 1949, is to supply at regular brief intervals a descriptive bibliography of technical materials relevant to fundamental education throughout the world. Three separate language editions are issued eauch month, in English, French and Spanish.

As far as possible full bibliographic data are given for each item listed. Prices of publications are included as a convenience to readers, but orders must be sent to booksellers and not to Unesco. However, materials issued by Unesco may be obtained directly.

Field workers, research students and others engaged or interested in fundamental education are invited to send in to the Clearing House documents, textbooks and other technical materials in the field of fundamental education for possible inclusion in the *Abstracts*. Critical comments and suggestions will also be most welcome as a means of improving our service.

* * *

S E C T I O N A

MATERIALS ON THE THEORY AND PRACTICE OF FUNDAMENTAL EDUCATION

GENERAL WORKS

1. Bou, I. Rodriguez. *Suggestions for the Preparation of Reading Matter.* (Occasional Papers in Education, N° 2). Paris : Unesco, 1949. 29pp. Multilithed. Gratis. (Issued also separately in French).

This paper, based on research studies conducted under the author's direction by the Higher Educational Council of Puerto Rico, was prepared for the Inter-American Seminar on Literacy and Adult Education, held at Quitandinha, Brazil, July - August 1949. The point of view taken is that reading material for adults should be prepared in the light of a dynamic philosophy of education designed to meet the interests, needs and problems of adults. The known postulates of adult psychology and the complex nature of the reading process are then considered. Suggested norms for the evaluation of reading material concern content, style, vocabulary, instructions for teachers, and also physical considerations, such as size, illustrations, print and binding. Extensive bibliographies on adult education and the reading process are appended, pp. 23 - 28.

2. Hatch, D. Spencer. *Toward Freedom from Want.* Bombay, India : Oxford University Press (Indian Branch), 1949. 303pp., illus. Rs. 8-8.

A first-hand account of how the methods of self-help, co-operation, and demonstration are used, in comprehensive programmes of successful rural welfare work, first in selected villages in India and later in Mexico. Among the subjects discussed are practical ways to help rural people increase farm income through the use of scientific agricultural practices, co-operative marketing, the improvement of nutrition and sanitation, the introduction or stimulation of subsidiary cottage industries (bee-keeping, sericulture, weaving, etc.), the re-orientation of rural education, and community recreation. The first 25 chapters are based on the author's 18 years of work in India and are mainly revised reprints of two earlier volumes now out of print - *Up from Poverty in Rural India* (O.U.P. 4th ed. 1938) and *Further Upward in Rural India* (O.U.P. 1938); the final chapter deals with Mexico. Dr. Hatch is now Director of Extension Service at the Inter-American Institute of Agricultural Sciences, Turrialba, Costa Rica.

3. Unesco. *Study Abroad,* International Handbook of Fellowships, Scholarships and Educational Exchange. Vol. II, 1949-1950. (Publication N° 518). Paris : Unesco, 1949. 364pp. $1.25; Frs.350; 3s. (Published separately also in French; Spanish edition - fellowship section only - $1.00.)

The current issue of this annual international handbook brings together in one convenient volume full information concerning 21,751 fellowships and other study opportunities made available by 49 countries, 23 Non-Self-Governing and Trust Territories, the United Nations and Specialized Agencies and international non-governmental organizations for the year 1949-1950. Approximately 50% of the fellowships are for study in any field or subject ; 7 % are specifically for Education. The reports on 1,533 felloships available to nationals of Non-Self-Governing and Trust Territories are of particular interest to fundamental educators. In addition, Volume II includes extensive date on programmes promoting the international educational interchange of teachers, workers and young people. A supplement will shortly be published covering available opportunities for vacation study.

4. U.S. Dept. of State. *Point Four* : Co-operative Program for Aid in the Development of Economically Underdeveloped Areas. (Dept. of State Pub. 3719). Washington, D.C.: Govt.Print. Off., 1950. 137 pp. $.40 (U.S.).

In his message of June 24, 1949 President Truman recommended to the U.S. Congress the enactment of legislation to authorize an expanded programme of technical assistance to underdeveloped areas. Enabling legislation has been drafted and favourably reported on by appropriate committees of the House and Senate. The Economic and Social Council of the United Nations has approved a plan of action for technical assistance to be carried out by the United Nations Secretariat and the Specialized Agencies, and has developed procedures and general policies to guide the operation of these agencies on a coordinated basis This document explains clearly the nature, purpose, scope and operating arrangements of the proposed programme and its relation to the plans for implementation through the United Nations and Specialized Agencies.

AFRICA, EAST

5. East Africa Literature Bureau. *General Circular N° 2,* August 1949. Nairobi: The Bureau, 1949. 14pp. Gratis.

A brief report on the progress of the East Africa Literature Bureau which was established January 1, 1948 as an inter-territorial government service "to stimulate the production and distribution of literature for African use and to train Africans in this type of work" During the Bureau's first 16 months of operation, 55 original manuscripts and 36 translations were sent to press; of these 27 are published and 13,525 copies have been sold. Most of the books issued are in vernacular languages, particularly Swahili and Luganda; works in English include fiction and biography as well as textbooks. A full descriptive list of publications is appended.

AFRICA, WEST

6. Busia, K.A. *Education for Citizenship.* (West African Affairs Pamphlet, N° 1). London : The Bureau of Current Affairs, 117 Piccadilly, London W.1. 16 pp. 7d.

This new series of discussion pamphlets for adult study groups follows the pattern already established by the Bureau of Current Affairs: an authoritative but simply written article on an important topic, hints for discussion leaders, questions, bibliography. This series is prepared and edited in West Africa (by the Extra-Mural department of the University College of the Gold Coast) and published in Britain. The first pamphlet analyses the present state of West African education and stresses the gap that separates the school from the community. Improvements can be affected within the schools (through more practical curricula), in the link between schools and homes (through better provision for girls' education), and in adult education (leading to social development, co-operation and more vigorous citizenship).

7. Capelle, Jean. "Education in French West Africa". *Oversea Education,* vol. 20, -N°5, pp. 956 - 972 (October, 1949). London : H.M.S.O. Quarterly. Yearly subscription 5s.; single issues 1s. 3d.

An extended review of education in French West Africa from 1816 to the present day, written by the Director of Education in French West Africa. The historical summary is divided into three periods : (1) before unification within French West Africa; (2) from the 1903 Charter of Education until 1944; (3) since the Conference at Brazzaville and the establishment of the French Union. The scheme of education now in operation, teacher training, current trends and problems and prospects for the future are discussed. Statistical estimates given indicate that "less than 1 per cent of the total population of 15 million is attending school"; of the school-age population "in 1947 one child in twenty attended school".

BELGIAN CONGO

8. Vidi. "Le Dynamisme de l'entreprise privée au service de la colonisation". *La Revue Coloniale Belge*. pp. 656-659, N° 97 (15 Octobre 1949). Bi-monthly. Brussels (34, rue de Stassart). Yearly subscription : outside Belgium, Frs. 230. Special price for Belgium, Luxemburg and Belgian Congo.

In N° 41 (15 Juin 1947) and N° 42 (1 Juillet 1947) the *Revue Coloniale Belge* gave a general exposé of a programme reorganization for the education of the African population of the Union Minière du Haut-Katanga (U.M.H.K.). This number shows what has been done in rather less than three years, the difficulties encountered, the first results obtained and new trends for future planning. The author describes the existing conditions of the U.M.H.K. working population before the educational project was reorganized and the project itself.

A S I A

9. International Labour Organization. Asian Regional Conference, Nuwara Eliya (Ceylon), January, 1950. *Report of the Director-General; Labour Inspection* (Report I); *Provision of Facilities for the Promotion of Workers' Welfare* (Report II); *The Development of the Co-operative Movement in Asia* (Report III); *Agricultural Wages and Incomes of Primary Producers* (Report IV); *Organization of Manpower* (Report V). Geneva: International Labour Organization, 1949. Price per volume : $.50 (U.S.) ; 2s. 6d. (Each volume issued separately also in French).

The six volumes listed above were prepared as working documents for the I.L.O. Asian Regional Conference meeting in Ceylon, in January 1950. The *Report of the Director-General* presents a background survey of economic and social conditions in Asian countries, to serve as a basis for discussion of the objectives of social policy. It also summarizes briefly the activities of the I.L.O. in Asia since 1947 and its proposed expanded programme of technical assistance. Carefully prepared studies of each of the main questions on the Conference Agenda are provided by Reports I-V.

B U R M A

10. Oo Thein. *The Work of the Y.I.S., Rangoon.* 17 pp. Youth Improvement Society, 46 Maha Zeya St., Pazundaung, Rangoon. Gratis.

The founder of the Youth Improvement Society of Burma sets out briefly the history and programme of this voluntary association, which began work in 1926. Its activities include free night school classes for adults, the establishment of free reading rooms, debates, lectures and discussions and rural reconstruction work in villages.

I N D I A

11. Allahabad Agricultural Institute. "A Survey of the Small Tools and Implements used by Farmers in the United Provinces of India Union". Reprinted from *The Allahabad Farmer*, vol. 23, N° 1, pp. 1-41. (January, 1949). The Institute, Allahabad, U.P. Journal issued bi-monthly: Yearly subscription Rs.3; 4s.; or $1.00 (U.S.) Single copies 10 annas.

This pioneer study, made possible by a grant from the Food and Agriculture Organization, was undertaken to obtain reliable information as to farm implements now used in United Provinces, their efficiency, and the possibility of introducing improved varieties of important tools. The study, conducted under the direction of staff members of the Allahabad Institute, was based on visits of inspection to farms. It shows the urgent need of the Indian farmer for low-cost tools, so as to secure the maximum yield from small land holdings.

12. Central Provinces and Berar, Education Dept. *A Handbook for Social Education Camps.* Nagpur : Govt. Printing Press, C.P. & Berar, 1949. 12pp. Gratis.

On May 1, 1948 the Government of the Central Provinces and Berar began a comprehensive scheme of social education for men and women with two main objects: (1) to promote adult literacy and (2) to provide "civic and social education of a wider character" especially in health, community improvment and citizenship. In May - June 1948, six-week residential Social Education camps were established in 451 selected centres. This handbook is intended to provide guidance for paid organizers and voluntary workers on the conduct of these camps. Other instructional manuals issued by the Education Department include *A Handbook of Suggestions to Teachers of Social Education,* 37pp. (1949) gratis ; and *How to Treat and Teach Adult Illiterates,* 5pp. (n.d.) fratis.

13. Delhi Municipal Committee. Adult Aducation Department. *Our First Step* . Report for the first year, October, 1948 to September, 1949. Delhi: The Committee, 1949, 8pp. Gratis.

A brief report, including statistics of activities and attendance, on the work of the ext ensive adult education programme begun in Delhi in 1948."While giving literacy its proper place (there are 16 centres functioning at present) it has given recognition to other effective means of education e.g., talks, discussions, dramas, radio programmes, film shows, physical education and training in fine arts like singing, music and painting". The Committee has allotted Rs. 133,000 to the programme for the present year.

INDONESIA

14. Indonesia (Republic). Department Pendidikan, Kesenian, Pengetahuan. (Dept. of Education Science and Culture). *Peristiwa dan Pendapat.* Jakarta, The Department, Tjilatjapweg, 4, 1949. Monthly (publication began with N° 1, In August). Mimeographed. Bilingual in Indonesian and Dutch. Gratis.

The third (October) issue contains articles and surveys on pressing educational problems in Indonesia: the literacy campaign (with notes on the State programme of newspapers for the new-literates, now produced at 3 levels of difficulty); the use of audio-visual aids (an Inter-Departmental Commission has bought 200 filmstrip projectors and plans to produce 150 educational strips in the next three years); the University of Indonesia and the difficult expansion of primary and secondary school systems.

The latter part of the journal brings together various facts from different parts of Indonesia, showing the present state of the country's educational growth.

15. Indonesia (Republic). Ministry of Education. *Illiteracy Problem in the Republic of Indonesia* : Brief report. Jogjakarta, 1949. 12pp. and charts. Gratis.

It is here estimated that approximately 97 per cent of the Indonesian people, most of whom live in rural areas, are still illiterate. This pamphlet describes the literacy campaign begun in 1948 and the "courses in general knowledge" on health, crafts, agriculture, and civics with which the campaign is allied. Charts showing organizational structure and campaign results by provinces are appended.

BRITISH WEST INDIES

16. *Jamaica Co-operative Review.* N° 4, 1949. Kingston : Jamaica Co-operative Development Council. Sent free to the member bodies of the Council. Copies will be sent free to other organizations, or their journals on request.

Issued at irregular intervals (owing to various restrictions) by the Education Committee of the Jamaica Co-operative Development Council. This number deals with co-operative development in general, co-operative statistics, miscellaneous information on income tax remission, congresses and conventions, co-operative legislation, etc. Communications should be adressed to . Arthur Carney, secretary, 74 1/2 Hanover St., Kingston, Jamaica, B.W.I.

CANADA

17. Société Canadienne d'Enseignement Postscolaire. *Répertoire national de l'éducation populaire au Canada français.* Québec, P.Q. (2 rue de l'Université) 1949. 332pp. No price given.

This directory, a book of reference important for educators and social workers, contains comprehensive information on organizations and agencies in Canada concerned with adult education, and describes the nature, aims, structure and activities of the organizations. The directory tries to show as much as possible the "personality" of each agency represented. There are bibliographies.

H A I T I

18. Métraux, Alfred. "Anthropology and the Unesco Pilot Project of Marbial (Haïti)". *America Indigena,* pp. 183-194, vol. IX, N° 3 (Julio 1949). Mexico, D.F., Instituto Indigenista Interamericano. Quarterly. In Mexico $12.00 (Mexican) and other countries $2.00 (U.S.).

After discussion of the relation between fundamental education and anthropology and the place of the anthropologist in the Haitian programme, the author, who is an anthropologist on the staff of Unesco, describes the methods and fields of work. He sets forth in detail the duties of the anthropologist: -to examine the conditions of life of the population, to establish a seasonal rhythm of work, to determine the division of labour within the family and the community, to make an analysis of the marketing system, etc. This article includes very useful elements for educators or anyone attached to a servey programme.

19. Métraux, Alfred. "Etude sur l'agriculture paysanne dans une vallée haïtienne". Reprint from *Acta Americana,* vol. 6, Nos. 3 - 4, pp. 173 - 191, 1948. Los Angeles: Inter-American Society of Anthropology and Geography, University of California. Quarterley, $3.00 per year.

This study gives some of the results obtained by the Marbial ethnographical survey which preceded the fundamental education project started jointly by Unesco and the Government of Haiti. Dr. Métraux conducted the survey with the co-operation of technicians and students from Haiti. The article is based on data gathered largely by M. Edouard Berrouet, agronomist attached to the survey.

P E R U

20. Moscoso, J. Max. "El factor economico-social en la alfabetización del Indio". *Revista Universitaria.* Organo de la Universidad Nacional del Cuzco. Year XXXVIII, N° 96, pp. 32-64 (First semester, 1949). Cuzco, Casilla Postal N° 28. No price given.

Written for presentation at a meeting of the Inter-American Indian Institute, this article is a study of the economic and social factors which have hitherto hindered the assimilation of the Indian population in Peru. The author points out that up to recently the school was inadequate to meet the needs of the Indian community. The building of the Southern Railway, the opening of new roads and the economic and social consequences of the last war are however changing the material conditions of the Indians and their cultural patterns. The author makes the following recommendations: a literacy campaign (based on Spanish) carried out by the rural schools with a realistic approach, so that the new learning will provide The Indians with a means of cultural integration; the simultaneous fostering of the native Quechua language; that rural schools should have native head and other teachers whenever possible; that land should be divided and new roads opened as stated in Art. 129 of the Organic Law of Education; that the personal service of the Indian ("pongeaje") be abolished and that, to co-ordinate the various aspects of native education, a Chair of "Sociology of Indian Education" be created at the National University of Cuzco.

21. Smith, Robert D. "La aplicación de la educación visual en el Perú". *Nueva Educacion.* Year 5, vol. 4, N° 20 (March - April 1949) pp.9 - 14. Lima, Casilla del Correo 2213.S/.2.50.

This article, written by a member of the Peru-USA Co-operative Service for Education, shows that in the last three years the Co-operative Service has trained some 4000 teachers and school directors in the field of visual education. The response has been so great that the education authorities in Peru have requested the assistance of the Service in the organization of a course of study in visual education, to be given in all the rural and urban teacher training schools, and in the training of teachers now in service. Distribution of materials by a central department of visual education is proposed.

UNITED STATES

22. Brunner, Edmund de S. and Yang, E. Hsin Pao. *Rural America and the Extension Service:* A History and critique of the Co-operative Agricultural and Home Economics Extension Service. New-York : Teachers College, Columbia University, 1949. 224pp. Paper, $2.30 (U.S.) ; cloth, $3.000 (U.S.).

This description and evaluation of the Extension Service in the United States (the largest adult education agency in the world) is a book of first-rate importance to all persons engaged in adult and fundamental education. Of particular value are the chapters dealing with the organization and administration of the Service; programmes and programme-planning; methods of extension teaching; the training of personnel; techniques and results of évaluation; and principles of extension work. Both authors are rural sociologists and educators with wide practical experience. Dr. Brunner of Columbia University is the author of several well-known field studies including *Working with Rural Youth; Community Organization and Adult Education; Rural Korea; Rural Australia and New Zealand* and *A study of Rural Society* (with H. Kolb). Dr. Yang, formerly Director of Mass Education in Fukien Province (China), is a member of the Rural Welfare Division of the Food and Egriculture Organization.

23. Olsen, Edward G., ed. *School and Community Programs* : A Casebook of Successful Practice from Kindergarten through College and Adult Education. New-York: Prentice-Hall, 1949. 510pp. $5.65 (U.S.); to schools, $4.25.

This compilation presents first-hand accounts written by participants in many different projects carried out in both rural and urban areas in the United States, and aimed at improving the quality of individual and group living in the community through the functional integration of educational programmes at all levels with community processes and problems. An annotated bibliography of further readings is appended, pp. 500 - 504.

24. Williamson, Maude and Lyle, Mary S. *Homemaking Education for Adults.* New York: Appleton-Century-Corfts, 1949. 238 pp. $2.50 (U.S.).

This book, written primarily for teachers and administrators in adult education, provides a readable review of homemaking programmes for adults in the United States, and how these are being carried on in public schools, the Extension Service and other agencies, including libraries, press, film and radio. There are chapters on programme planning, methods of work with groups and individuals, and the promotion of homemaking education. Useful chapter bibliographies are given.

SECTION B

MATERIALS USEFUL IN FUNDAMENTAL EDUCATION

TEXTBOOKS

25. Araoz, Consuelo. *Cartilla de corte y confeccion en 20 lecciones.* Lima, Peru : Ediciones "La Abeja", 1949. 42pp. With diagrams. S/.2.00

The author, who is a teacher of sewing and tailoring, has co-operated actively in the literacy campaign in Peru for the last four years. In the course of her work with illiterate young girls she has found that their interest in learning to read and write would be increased if their newly acquired knowledge could be put to some immediate practical purpose. She has therefore prepared this little booklet, which gives very simple and straightforward instructions ion dressmaking and can be used as a follow-up reader.

26. Hornby, A.S. *Oxford Progressive English for Students in the Middle East : Book One* (238pp) 4s. 6d. *Teachers' Notes on Book One* (151pp.). London: Oxford University Press, 1949. 5s.

A new course in language teaching for Arabic-speaking adults. The *Teachers' Notes* provides material and suggestions for oral work during the first term. Thereafter the students pass to the printed text of *Book One;* the exercises are well illustrated and carefully graded for vocabulary, syntax and sentence patterns; the pronunciation of each new word is given in broad phonetic characters. The author says: "The Direct-Oral Method does not mean that the learner's mother-tongue is never to be used in the classroom..... (it) *does* require the extensive use of spoken English to enable the learner to form direct associations between new words, phrases and constructions and the concepts for which they stand". The student's book therefore makes considerable use of Arabic to give explanations of grammar and sense; and similarly, there are numerous exercises to give the student practice in spoken English.

27 India Village Service. *Jet Series* Flash Cards, Sets 1-7. Obtainable from North India Tract & Book Society, 18 Clive Road, Allahabad, India. Rs. 1 per set.

An inexpensive series of flash cards prepared by a trained physician for use in health education with both children and adults in India. Each set of cards consists of humorous line drawings showing cause, prevention and treatment of common diseases and sanitation problems, accompanied by a brief separate script in English. The seven sets now ready are as follows: (1) Malaria; (2) Itch; (3) Tuberculosis; (4) Flies; (5) Hookworm; (6) Cholera, and (7) The Village Well.
Other sets will follow later.

28. Masefield, G.B. *A Handbook of Tropical Agriculture.* London: Oxford University Press, 1949. 193pp. 12s. 3d.

Gives a general view of both the crops and livestock of the tropics "with particular emphasis on points of practical interest to the farmer, business man, or administrator". The book is divided into four parts dealing respectively with general factors (climate, soils, implements, irrigation, land tenure and other economic aspects); the different kinds of crops cultivated (methods of planting, yields, etc.); agricultural diseases and pests common in tropical areas (distribution, habits, control); and the rearing of livestock (various types of cattle and small stock and their management, dairy and other cattle products, etc.).
Appendices give useful facts and figures and there is a detailed index. The author, formerly Provincial Agricultural Officer, Uganda, is now Lecturer in Colonial Agriculture at Oxford.

F I L M S A N D F I L M S T R I P S

29. *Colonial Cinema,* vol. 7, N° 3 (December, 1949). Published quarterly by the Colonial Film Unit, 21 Soho Square, London, W.1. Yearly subscription 20s. Single issues 7s. 6 d.

Contents of this issue include articles giving step-by-step directions on the writing of film scripts, instructions on the maintenance of portable film projectors, and discussion of the problem of background music for African and other colonial films; news notes of film work in progress in overseas territories; and a descriptive list of new films produced by the Colonial Film Unit.

30. *Give Us the Earth.* Produced by Metro-Goldwyn-Mayer. 2 reels. 16mm. 23 min. Sound. Available for sale or rental from M.G.M. agents. Sound track in English, Spanish, French, Portuguese and soon in Italian. Sale price : $200.00 (U.S.).

An excellent instructional and general interest film showing how Mexican peasants were taught new agricultural practices through practical demonstrations conducted by the well-known agronomist and educator, Dr. Spencer Hatch, at the model farm of Camolmila, Rural Demonstration Centre. This film has an international appeal and could be used with audiences interested both in agricultural improvement and rural adult education.

31. Lewin, William. "What Shall We Read About the Movies, Radio, and Audio-Visual Methods ?". *Audio-Visual Guide,* v. 16, N° 1, pp. 29-43 (September, 1949). Published 9 times yearly, September to May, by Educational & Recreational Guides, Inc., 172 Renner Ave., Newark 8, N.J. $3.00 per year, single issued $.35 (U.S.).

An annotated bibliography compiled for audio-visual educators in schools, colleges, libraries, industries, churches and community organizations. The list contains 189 books of which 76 deal with audio-visual materual and methods; 40 of the references concern radio, including 9 devoted wholly or partly to television. Information given for each item includes author, title, publisher, publication date, price and a short description of the contents.

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